



Faculty reflections on international service-learning

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Summary

This qualitative critical research study analyzes data from multiple reflection sessions held with a group of interdisciplinary faculty who facilitate transformational learning through international service-learning. Through critical inquiry and discussion sessions, this study accomplishes two goals: (a) gives greater insight into the processes by which faculty members conceptualize international service-learning and (b) serves as an extension of practice by facilitating faculty reflection. Themes salient to participants included: pre-departure orientation for students, institutional challenges, community impacts, assessment and best practices. Findings reveal a need for faculty resources in the form of facilitation training, logistical support and institutional recognition. Also, informal reflective spaces may play a significant role in the sustaining the practice of international service-learning in higher education.

Research questions addressed in this study include the following:

- What are the areas of practice that are of most concern or in need of most support among ISL practitioners?
- How do ISL practitioners describe their course objectives?
- How does collaborative reflection influence their conceptualization of these objectives?

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